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ABSTRACT

The Teacher Center Program offers a non-threatening environment where teachers, students, administrators, and other personnel are assisted in self-improvement, skill development, and career advancement. This program evaluation consisted of the intended inputs, processes, and outcomes, outlined on specially designed status report forms. The interim report, distributed at the mid-point of the project cycle, related agreements or discrepancies between intended and observed outputs and processes. This final report brings the interim report data up to date and cites the agreements and discrepancies between intended and observed outcomes for each objective determined for the teacher center. It consists of summaries of the agreements and discrepancies of each objective, including general conclusions where appropriate. Appended are samples of dissemination materials, forms used in collecting evaluation data, and summaries of teacher surveys on the use of the center. (JD)

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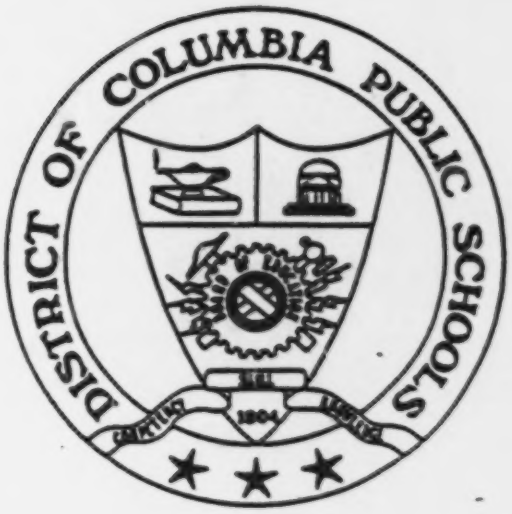

THE TEACHER CENTER PROGRAM

FINAL EVALUATION REPORT E.C.I.A CHAPTER 2

SEPTEMBER 1985

FLORETTA D. Mc KENZIE
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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

THE TEACHER CENTER

FINAL EVALUATION REPORT

1984-85

Prepared by

Division of Quality Assurance

THE TEACHER CENTER

1984-85

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SUMMARY AND FINDINGS

Title

The Teacher Center

Project Director

Dr. Jimmie D. Jackson

Location

Goding Elementary School

Target Population

Public and non-public school teachers, paraprofessionals, students, parents and other members of the District of Columbia community.

Background

The original proposal for the Teacher Center was submitted in 1971 with the present model established in 1977, originally with a full-time staff of nine. Funding was from federal grants and the local teachers' union. During the 1982-83 year, the Teacher Center became one of the ECIA Chapter 2 projects.

Description of the Project

The Teacher Center provides an environment where teachers may come to work on materials or projects for their classrooms. They may also take courses for recertification credit, college credit and enrichment. They may take graduate courses leading to a master's and Educational Specialist degree in the area of supervision and human relations. The Teacher Center operates programs including preservice training to meet the needs of higher educational institutions, agencies, professional and paraprofessional personnel in the D.C. Public Schools. The Teacher Center also serves students, parents and other community members. Students have opportunities to receive help from seminars, workshops, tutorial sessions and the Dial-a-Teacher program. There is a policy board that meets once every two months. At least 51% of the policy board members must be full-time teachers. Others represent the Board of Education, central and regional offices, and universities. The primary function of the Teacher Center is to provide inservice training, designed for and by teachers, based upon their perception of the kinds of assistance that will aid teachers in meeting the educational needs of students.

Stated Objectives

OBJECTIVE A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

OBJECTIVE B: Based on requests and identified needs, the Teacher Center will provide an educational resource center and support services for teachers, students and other interested individuals.

OBJECTIVE C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Planning, developing, disseminating, and offering of courses through the Teacher Center during the 1984-85 school year led to participation by 4,916 persons as follows: teachers - 2,150; students - 1,350; paraprofessionals - 600; community - 760, and administrators - 56.

2. Samples of offerings were as follows:
   Teachers--Using creative strategies in the classroom
   Students--Test Taking Techniques
   Paraprofessionals--Computer Awareness
   Community--Systematic Training for Effective Parenting

3. On 817 course evaluation questionnaires for teachers (a 38% sampling), the mean rating on a 1-5 scale with 5 being highest, was 4.70 for teachers; for 252 paraprofessionals (a 42% sample) the mean was 4.63, indicating that participants liked the way the courses were presented and considered them to be of value.

4. Records on use of the Dial-a-Teacher program of a sample of 58 calls showed that all regions were represented including grades from 2 to 12 (except 11) with the greatest demand at grades 4 and 5. Calls ranged from 1 to 30 minutes with a mean duration of 8.0 minutes.

5. Dial-a-Teacher content area requests for help were 59% in mathematics and 20% in language arts. Examples were rules for extracting square root, derivation of words, and nutrition. In responding to requests, wherever possible, the student was given a source, a rationale, a hint, or a question, rather than a direct answer.

6. Of the sampling of 30 respondents, 94% stated that they used the skills, ideas or knowledge acquired from Teacher Center courses. On rating overall satisfaction with self and profession the mean was 4.61 on a 1 - 5 scale with 5 as high.

7. Recertification credit was reported by 80% of the 30 respondents questioned.

8. The 237 teachers responding to the improvement-in-the-quality-of teaching questionnaire felt that participation in the courses improved their skill or knowledge in 20 selected classroom behaviors (mean of 4.35 on a 5 high scale). Means for all 20 categories were higher than 4 with the top ones being attitudes towards students as learners, attitudes towards teaching, and motivation to work with students.

BACKGROUND AND PROJECT OBJECTIVES

INTRODUCTION

Purpose

The purpose of the TEACHER CENTER PROGRAM is to offer a non-threatening environment with facilities to conduct training for teachers, students, administrators and other D.C.P.S. personnel assisting them in self-improvement, skill development and career advancement. In addition, the center provides pre-service training to students enrolled in teacher education programs at the local area universities and colleges.

Need

The need for a non-threatening setting in which teachers felt comfortable and could improve their skills was deemed necessary to improve the quality of teaching and learning in D.C. Public Schools. The opportunities for self-improvement, and upgrading of teacher competencies would reflect on student performance. Teachers would also become a part of the changing educational process.

History

In 1977 a group of teachers, representatives of the Washington Teachers Union and school administrators designed a model for Teacher Centers in compliance with federal guidelines, in response to providing an opportunity for the involvement of teachers in their own staff development. Many activities, courses, support services, and counseling programs took place. The funding for the center was from a combination of federal, local and Washington Teachers Union funds.

The Center began with nine full-time staff members. Later, the staffing pattern was changed to three full-time staff members plus volunteers from the local universities and approximately 12 part-time (W.A.E.) teachers. During the 1982-83 school year the Teachers Center became one of the ECIA Chapter 2 programs and served a total of 8,546 persons in formal presentations. The majority of these participants were teachers. Some presentations were, however, made to students, paraprofessionals, administrators, and community members. In addition, teachers would come in on a drop-in basis to work on materials and projects for their classrooms. Services to students included tutoring in mathematics and reading, the Dial-a-Teacher Program and a referral service. A policy board was established to direct the centers activities.

DESCRIPTION OF 1984-85 PROJECT

Target Population

Although basically for teachers, the center served paraprofessionals, students, administrators, parents and other members of the District of Columbia community, in addition, to public and non-public school teachers.

Staffing

The staff included the Teacher Director, the Teacher Staff Assistant, 12 WAE part-time Resource Teachers, and a variable number of volunteers from the local universities. The volunteers taught classes, covered the Dial-a-Teacher telephones, provided clerical assistance and performed other duties as needed.

Activities

The Teacher Center was open from 7:00 a.m. to 7:15 p.m. on Mondays through Fridays, and from 8:30 a.m. to 1:00 p.m. two Saturdays per month. The facilities included nine classrooms, a library, an office and access to an auditorium. The Teacher Center sought to provide an environment where teachers may come to work on materials or projects for their classrooms. They could also take courses for recertification credit, college credit and enrichment. Many were able to take graduate courses leading to a master's degree in the area of supervision and human relations. The Teacher Center also provided workshops and in-service training for paraprofessionals, students, parents and other community members. Students were assisted through courses and through the Dial-a-Teacher program.

Information about all programs were disseminated by word of mouth, flyers, monthly calendars listing courses. For teachers, the building representative in the schools acted as a liaison person. Many instructors were D.C. Public School teachers, but others were college professors from the universities in the area.

Project Objectives

A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

B: Based on requests and identified needs, the Teacher Center will provide an educational resource center and support services for teachers, students and other interested individuals.

Project Objectives (cont'd)

C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation of the Teacher Center follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design, cooperatively developed with the Project Director at the beginning of the project year, consisted of the intended inputs, processes and outcomes outlined on specially designed status report forms.

The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report brings the interim report data up to date. It also cites the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Section III of this report is devoted to the evaluation results. It consists of summaries of the agreements and discrepancies of each objective, including also general conclusions where appropriate.

RESULTS

EVALUATION RESULTS

Results of the evaluation are summarized in this section. Following the narrative summaries are the inputs, processes and outcomes on which these summaries are based. Supporting data are in the appendix.

Objective A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

There was agreement between all intended and observed inputs. Personnel inputs included the Teacher Center Policy Board, the teacher-director, the teacher staff assistant, twelve part-time resource teachers, building representatives, clerical assistance, persons attending Teacher Center Classes (teachers, paraprofessionals, students, parents and other community members) and faculty members from area universities. Object inputs included informational material, needs assessments, adequate center materials and supplies, forms and records. Space inputs included adequate space and facilities at the Teacher Center at school sites and other local community centers.

The processes showed agreement between all intended and observed items except one. The Teacher Center Policy Board meetings were scheduled for the 3rd Tuesday, every other month. Based on formal and informal needs assessments, course offerings and other activities were planned for teachers, students, paraprofessionals, parents, other community members and approved by the Policy Board. Curricula were written, dissemination activities took place (awareness sessions, distribution of flyers), courses were taught, records kept and questionnaires completed. One partial agreement occurred because community members questionnaires were included with teachers or paraprofessionals, and not identifiable as a group, and the sample of students was too small.

Four of the five outcomes showed agreement between intended and observed items, the fifth showing partial agreement:

1. The evaluators examined materials and interviewed personnel to verify that the planning of course offerings took place.

2. The evaluators examined summary sheets of courses written by staff and resource personnel and sent to the Board of Examiners for teacher inservice credit (example, Strategies for Reading). Descriptive sheets on offerings developed for students, paraprofessionals and community members were examined.

3. Calendars and other dissemination materials were examined at the Teacher Center and observed in various schools around the District.

4. Attendance data submitted showed the following numbers of participants: teachers - 2,150; students - 1,350; paraprofessionals - 600, community - 760, and administrators - 56, total - 4,916.

5. The results of the analyses of the questionnaires concerning the value of the courses to the participants showed a mean of higher than 4 on a scale of 1-5 (lowest to highest) for 817 teachers and 252 paraprofessionals. Insufficient data were available to evaluate students and community members.

Evaluation unit findings show that the Teacher Center did plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and other interested parties and thus, Objective A was met.

Objective B: Based on requests and identified needs, the Teacher Center will provide an educational resource center and support services for teachers, students and other interested individuals.

Inputs for Objective B, in addition to those previously described for Objective A, included a system for recording Teacher Center use, the Dial-a-Teacher program with its telephones and records, an evaluation questionnaire on use of the Teacher Center Facilities and space at the Teacher Center for library, curriculum development activities, meetings and duplicating. All intended and observed inputs were shown to be in agreement.

The processes for Objective B also had the status of agreement between intended and observed items. Materials for school projects were available, facilities were open at designated times, records were kept, and students and parents made use of the Dial-a-Teacher program.

Two of the outcomes were undetermined because questionnaires requesting per month usage and satisfaction, of the use of The Teacher Center facilities, were not available. However, verification by the project coordinator, observations and discussions with teachers, and a continuation of the same pattern documented in previous years, would suggest that the center facilities were used as planned.

The other outcome was concerned with the provision of instructional and educational information through the Dial-a-Teacher program. Records submitted representing a sample of 58 calls showed that all regions were represented from grade levels 2 to 12 with the greatest number of requests at grades 4 and 5. Concerning content areas, 59.2% of the calls requested help in mathematics. Calls ranged from 1 to 30 minutes with a mean duration of 8.0 minutes. Sample requests for help were on the topics of rules for extracting square root, derivation of words, and nutrition. In responding to requests wherever possible, the child was given a source, a rationale, a hint of a question, rather than just an answer.

With two of the outcomes undetermined and the third in agreement, Objective B was partially met.

Objective C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

All observed and intended inputs for Objective C were in agreement. These included teachers who had participated in center activities during the 1984-85 school year, and lists of graduate course/staff development activities.

All processes were also in agreement. The teacher-director reviewed the questionnaire to verify that it assessed teacher use of skills and ideas derived from participation in course offerings, teacher perception of personal and professional growth, improvements in classroom behavior and in the overall quality of instruction. The completed evaluation questionnaires were submitted to the evaluators.

The status of three of the four outcomes was that of agreement between observed and intended items. The first outcome was concerned with use of skills and ideas derived from Teacher Center training. Of the 30 teachers in the sample, 94% stated that they used what they had learned. The second outcome had as its intended criterion, a mean of 4 on a 5 point scale (5 being highest level) of satisfaction with oneself and one's profession. The overall mean was 4.61. The third outcome intended that teachers show evidence of professional growth by at least 90% of them reporting attainment of college or recertification credit. Reporting indicated that 80.0% stated they had earned recertification credit and 26.7% earned college credit. The fourth intended outcome was that respondents would report a high level of improvement in selected classroom behaviors and in the overall quality of teaching as evidenced by a mean score of 4 on a 5 point scale. Twenty areas were included in the rating (examples -morale as a teacher, motivation to work with students, classroom management) and all mean scores were higher than 4. The overall mean was 4.36. Another group of 207 respondents completed the portion of the questionnaire on use of ideas, skills and knowledge acquired through Teacher Center courses with their overall mean being 4.35.

Thus, with the indications of satisfaction, implementation, and improvement, Objective C has been met.

Conclusion

The goal of the Teacher Center was to offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students. Evaluation of Objective A showed that the Teacher Center did plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and others. Results of Objective B showed that the Teacher Center provided facilities and support services for teachers and a Dial-a-Teacher program for students. Results of Objective C showed that teachers using the center reported that they implemented the skills and ideas learned from the

courses, they were well satisfied with their personal and professional growth and they could attribute improvement in classroom behavior to ideas, skills and knowledge acquired through the center. The evaluation showed that the Teacher Center is doing an excellent job of reaching its stated goal. The only evaluation recommendation is the setting up of a system to assure the collection of data from a wider sampling of students and community participants.

Decisions

This report will be forwarded to the project coordinator, project manager, LEA Chapter 2 Director, the Superintendent and the Board of Education to aid them in their decision-making concerning this project.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students.

Objective A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Teacher Center Policy Board	Agreement	a. The names of Policy Board members are listed on the Teacher Center's "Outreach" publication, a copy of which is on file in the Evaluation Unit.
b. Teacher-Director	Agreement	b. Evaluation Unit members have met with the teacher-director (project coordinator) on numerous occasions.
c. Teacher Staff Assistant	Agreement	c. Evaluation Unit members have met the teacher staff assistant who works with the teacher-director at all levels.
d. Twelve Resource Teachers (WAE part time)	Agreement	d. The teacher-director verified that the resource teachers are present.
e. Building representatives	Agreement	e. The teacher-director reported that there are building representatives in all of the schools.
f. Clerical assistance	Agreement	f. Adequate clerical assistance was verified by the teacher-director.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
g. District of Columbia Public and non-public school teachers	Agreement	g. Participation of public and non-public school teachers was verified by the teacher-director.
h. D.C. Public School paraprofessionals	Agreement	h. Sign-up lists showed that paraprofessionals participate in the programs.
i. Students (Elementary, Junior High, Senior High, College and Dropouts)	Agreement	i. Students participate in the activities as verified by records.
j. Parents and other community members	Agreement	j. Participation of parents and other community members in Teacher Center activities was verified by the teacher-director.
k. Faculty members from area universities	Agreement	k. Names of faculty members are listed on sign-in sheets.
l. Needs assessments from teachers	Agreement	l. Verbal feedback from teachers was verified by the teacher-director. Forms completed by participants were examined.
m. Adequate materials and supplies	Agreement	m. The Evaluation Team observed that materials and supplies were adequate.
n. Course evaluation questionnaires for teachers, paraprofessionals, parents plus community members	Agreement	n. These questionnaires are on file in the Evaluation Unit.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
o. Survey form for paraprofessional inservice needs	Agreement	p. A sample copy of this form was examined by Evaluation Unit members.
p. Attendance records	Agreement	q. Sign-in sheets for various Teacher Center activities were examined by Evaluation Unit members.
q. Space and facilities at the Teacher Center for classes, curriculum activities, library research and planning	Agreement	r. The facilities at the Teacher Center were observed by Evaluation Unit members.
r. Space at school sites for classes	Agreement	s. The teacher-director reported that the space varies from school to school but that it is available.
s. Space for awareness sessions	Agreement	t. The awareness sessions take place at the Teacher Center.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The Teacher Center Policy Board will meet at least once every two months and will review proposed projects for the Teacher Center.	Agreement	1.1 Teacher Center monthly calendars show Board meetings scheduled for the 3rd Tuesday of every other month. The teacher-director stated that the Board reviews proposed policies.
1.2 Based on needs assessments from teachers, and with approval of the Policy Board, the teacher-director will plan course offerings and other activities for teachers.	Agreement	1.2 A variety of activities and course offerings are listed in the Teacher Center's "Outreach" publication, a copy of which is on file in the Evaluation Unit.
1.3 Based on letters, telephone requests and personal contact concerning areas of need, teacher-director and staff will plan instructional seminars for students.	Agreement	1.3 The teacher-director has documented telephone requests and Evaluation Unit members examined letters requesting programs such as one on stress.
1.4 Based on surveys and personal requests, the teacher-director will plan course offerings for paraprofessionals.	Agreement	1.4 After assessing needs, an undergraduate degree program through American University, Assessment of Prior Experiential Learning (APEL) for paraprofessionals has been established, as well as courses on data processing and computer programming, as verified by records examined by the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.5 Based on letters, telephone requests and personal contact, the teacher-director and staff will plan course offerings and other activities for parents and other community members.	Agreement	1.5 In response to requests by parents, various workshops and activities have been offered including a workshop for parents, "Systematic Training for Effective Parenting" held on 2/28/85, as verified by records on file at the Teacher Center.
2.1 The Teacher Center staff will develop and write curriculum for inservice courses, student seminars and courses of interest to the community.	Agreement	2.1 The evaluation team examined the preparation material for courses. Three new activities this year include the "Emeritus Teachers" program, systematic parenting course, and the American University (APEL) program for paraprofessionals.
3.1 The teacher-director will arrange for the presentation of awareness sessions for possible course offerings to teachers.	Agreement	3.1 A number of "orientations" both formal and informal have been held as evidenced by listings on the monthly calendar of events and by the teacher-director in her personal communications with teachers.
3.2 The Teacher Staff Assistant and other staff members will prepare and disseminate flyers and other informational materials about course offerings and seminars for teachers, students, paraprofessionals, and community members.	Agreement	3.2 Copies of this informational material are on file in the Evaluation Unit. Materials have been disseminated as observed at school sites. Examples are "Using Creative Strategies in the Classroom" (for teachers) "Test Taking Techniques" (for students), "Computer Awareness" (for paraprofessionals), and "Make and Take Parenting Workshop" (for community members).

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
3.3 Building representatives will serve as contact people between schools and the Teacher Center and will disseminate materials received at their buildings.	Agreement	3.3 Materials have been sent to every school, a sample of which have been observed in the schools by the Evaluation Unit Director.
4.1 The Resource Teachers and other Teacher Center staff will teach course offerings to teachers, students, paraprofessionals, and community members.	Agreement	4.1 Course dates and times and the names of instructors are listed in the project's "Outreach" publication.
4.2 University faculty and other approved D.C. Public School staff members will teach graduate degree courses.	Agreement	4.2 A masters degree program has been established with courses observed by the Evaluation Unit Director. Courses are taught by university faculty and approved D.C.P.S. staff as verified by the project coordinator.
4.3 D.C. Public Schools' teachers, students, paraprofessionals, parents and community members will participate in course offerings.	Agreement	4.3 Sign-in sheets for various course offerings were examined by Evaluation Unit members.
4.4 The Teacher Center staff will keep attendance records of teacher participation.	Agreement	4.4 Attendance sheets for teachers were examined by Evaluation Unit members.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
4.5 The Teacher-Director will arrange for the recording of inservice and graduate credit as earned by participants.	Agreement	4.5 Samples of graduate credit forms were examined by Evaluation Unit members.
4.6 The Teacher-Director will prepare and present certificates to non-degree paraprofessionals successfully completing courses.	Agreement	4.6 Copies of certificates of participation were examimed by Evaluation Unit members.
5.1 Teachers, students, paraprofessionals, community members and parents will complete evaluation questionnaires.	Agreement	5.1 The project coordinator verified that questionnaires were completed by participants.
5.2 The Teacher-Director will submit completed course evaluation questionnaires to the ECIA Chapter 2 Evaluation Unit.	Partial Agreement	5.2 Questionnaires were submitted representing all groups except community members. The project coordinator stated that when community members attended classes with teachers or paraprofessionals, they were not asked to specify their role. The number of student responses (13) was too small to be valid.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 1985, records submitted by the Director of the Teacher Center to the ECIA Chapter 2 Evaluation Unit will show that the planning of course offerings and seminars will have been completed.	Agreement	1. The evaluators examined needs assessments, calendars, letters and memos, and interviewed the Teacher Center Director regarding planning activities as evidence that planning of course offerings took place.
2. By June 1985, records submitted to the ECIA Chapter 2 Evaluation Unit will show that the course development of all offerings will have been completed.	Agreement	2. The evaluators examined summary sheets of courses written by Teacher Center staff and resource personnel and sent to the Board of Examiners for inservice credit for teachers. The evaluators also examined descriptions of courses for paraprofessionals, and students, and the community. Folders containing all such records were on file at the Teacher Center. Appendix B contains samples of forms used by instructors.
3. By June 1985, records of awareness session and samples of dissemination materials submitted to the ECIA Chapter 2 Evaluation	Agreement	3. The project coordinator provided the evaluators with monthly calendars of events and other dissemination materials. Announcements

OBJECTIVE A

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
Unit will show that information about the offerings of the Teacher Center will have been disseminated.		were reported sent to the schools and posted at the Teacher Center. (See Appendix C for samples).
4. By June 1985, records of attendance submitted by the Teacher Center Director to the ECIA Chapter 2 Evaluation Unit will show that at least 1500 teachers, 500 students, 200 paraprofessions and 500 community members will have attended inservice training or seminars.	Agreement	4. Attendance records submitted to the Evaluation Unit showed the following participation: Teachers 2,150 Students 1,350 Paraprofessionals 600 Community/parents 760 Administrators 56 TOTAL 4,916
5. Analysis of the results of questionnaires submitted by the Teacher Center Director by June 1985 to the ECIA Chapter 2 Evaluation Unit will show that a random sample of teachers, students, paraprofessionals and community members considered the courses to be valuable as indicated by a mean score of four on a five-point scale.	Partial Agreement	5. The evaluation form most frequently used by all groups requested ratings from one to five (last to most) in the following areas: a. The manner in which the information was presented (dull to exciting); b. The clarity of the presentation (difficult to understand to very clear); c. The value of the presentation (practically useless to extremely useful); d. Interest in the topic, brought about, maintained or increased (not at all to very much); e. Objective met (not at all to very much).

OBJECTIVE A

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
5. Continued		Completed questionnaires were submitted for 817 teachers (a 38% sample), 252 para-professionals (a 42% sample), 13 students (a 1% sample) and no community members. For teachers, the mean for item C concerning the value of courses was 4.67 and the overall mean was 4.70, on a scale of 1 - 5 with 5 being high. (See Appendix D for all results.) For the para-professionals, the mean rating on the value item was 4.70 and on the total was 4.63. On the sample of 13 students, the mean rating for item C was 4.85 as was the overall mean. However, the sample size for the students is too small to be considered valid. Questionnaires were not identifiable for community members.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students

Objective B: Based on requests and identified needs, the Teacher Center will provide an educational resource center and support services for teachers, students and other interested individuals.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs a-d and f-j are the same as Objective A. Please see pages 13 and 14.		
k. Recording system for Teacher Center Use	Agreement	k. Samples of the Telephone Information Sheet were examined by Evaluation Unit members.
l. Dial-A-Teacher program	Agreement	l. Facilities for and flyers about the program were observed by Evaluation Unit members.
m. Five telephones for the Dial-A-Teacher Project	Agreement	m. The telephone facilities were observed by Evaluation Unit members.
n. Records of requests made through Dial-A-Teacher Project	Agreement	n. Sample Dial-a-Teacher records were examined.
o. Evaluation questionnaire for teachers on use of the facilities	Agreement	o. The evaluation questionnaire was revised and is on file in the Evaluation Unit.
p. Space and facilities at the Teacher Center for library, curriculum development activities, meetings and duplicating	Agreement	p. Teacher center facilities were observed by Evaluation Unit members.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The Teacher Center will disseminate information about the available facilities.	Agreement	1.1 Periodic newsletters, flyers, and monthly calendars that contain information about the facility are on file in the Evaluation Unit.
1.2 The Teacher Center will purchase and make available the necessary materials for duplication and for school projects.	Agreement	1.2 Various materials were observed by Evaluation Unit members in the Teacher Center Workroom.
1.3 The staff of the Teacher Center will assure that the library, classrooms, meeting rooms and other facilities are opened at the designated times of the day.	Agreement	1.3 Schedules for making the facilities available were verified by the project coordinator.
1.4 Teachers will fill out sign-in sheet indicating their use of the Teacher Center.	Agreement	1.4 Samples of sign-in sheets were examined by Evaluation Unit members.
2.1 Students and other individuals will request information through the Dial-A-Teacher program.	Agreement	2.1 Requests are recorded on telephone information sheets, samples of which were examined by Evaluation Unit members.
2.2 The Resource Teachers will respond to requests made through the Dial-A-Teacher program.	Agreement	2.2 Responses to requests are recorded on telephone information sheets as examined by Evaluation Unit members.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1a. Records submitted to the ECIA Chapter 2 Evaluation Unit by the Teacher-Director will show that the majority of teachers who indicated need for Center facilities and support services will have used the facilities provided for meetings, duplicating materials, reading, research and working on projects for their classrooms or on personal projects.	Undetermined	1a. Questionnaire data were not available on this item. However, verification by the project coordinator, observations and discussions with teachers by the evaluators, and a continuation of the same pattern documented in previous years, would suggest that the Center facilities were used as planned.
b. Analysis of teacher responses on a questionnaire submitted to the ECIA Chapter 2 Evaluation Unit by the Teacher-Director will show that a sample of teachers who have used the facilities will show a high level of satisfaction (four on a five-point scale) with the facilities.	Undetermined	b. See 1a above.
2. By June 1985, records submitted to the ECIA Chapter 2 Evaluation Unit will show that the Teacher Center provided instructional and educational information to students and other interested individuals through the Dial-A-Teacher program.	Agreement	2. A sample of 58 Dial-a-Teacher record sheets were analyzed, representing 31 schools, all regions, and grades 2 through 12 (except 11). The greatest number of calls came from 4th and 5th graders. The mean length of the call was 8 minutes, with 59% in the mathematics content area and 20% in language arts. Sample requests were for help in finding the great rivers in certain countries, solving for x and sine x,

OBJECTIVE B

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
2. Continued		2. direct objects, rule for extracting square root, and musical terms. In responding to requests, wherever possible the child was given a source, a rationale, a hint or a question rather than just an answer. (See Appendix E for complete summary).

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students.

Objective C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Teacher-Director	Agreement	a. Evaluation Unit members have met with the Teacher-Director.
b. Clerical assistant	Agreement	b. The Teacher-Director verified that a clerical assistant is part of her staff.
c. Teachers who participated in center activities in the 1984-85 school year	Agreement	c. Lists of participating teachers were examined by Evaluation Unit members.
d. Graduate course offerings (1984-85)	Agreement	d. Course offerings were listed in the monthly calendar and the newsletter, copies of which are on file in the Evaluation Unit. Complete course lists will be available at the end of the school year.
e. Staff development activities (1984-85)	Agreement	e. Staff development activities are listed in flyers, calendar of the month, newsletters, and "Outreach" publications, samples of which are on file in the Evaluation Unit.

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
(Processes 1 - 4)		
.1 The Teacher-Director will review the questionnaire developed by the ECIA Chapter 2 Evaluation Unit to assess teacher use of skills and ideas derived from participation in course offerings, teacher perception of personal and professional growth, improvements in classroom behavior and in the overall quality of instruction.	Agreement	.1 The teacher questionnaire has been developed and revised and is on file in the Evaluation Unit office.
.2 A sampling of teachers who participated in staff development activities and graduate courses during the 1984-85 school year will complete the evaluation questionnaire and will submit the completed ones to the Teacher-Director.	Agreement	.2 The teacher-director reviewed the teacher questionnaire developed by the ECIA Chapter 2 Evaluation Unit and confirmed that it met specifications. The questionnaire assesses teacher use of skills and ideas derived from participation in course offerings, teacher perception of personal and professional growth, improvements in classroom behavior and in the overall quality of instruction. (See Appendix F).
.3 The Teacher-Director will submit to the ECIA Chapter 2 Evaluation Unit completed questionnaires.	Agreement	.3 The completed evaluation questionnaires are on file in the Evaluation Unit Office.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Analysis of responses on a questionnaire will show that the majority of a sampling of teachers used or implemented the skills and ideas derived from their Teacher Center training.	Agreement	1. As may be seen in the table in Appendix F, 94% of the teachers of a sampling of 30, stated that they used the skills, ideas or knowledge acquired from Teacher Center courses. Since the sample was small, all results must be interpreted with caution.
2. Analysis of responses on a questionnaire will show personal growth of project teachers as evidenced by a high level of satisfaction (four on a five-point scale) with oneself and one's profession.	Agreement	2. The overall mean on a section of the questionnaire on level of satisfaction was 4.61 on a scale of 1 to 5 with 5 representing a high degree. Means of all areas were above 4 as follows: Personal growth 4.62 Professional growth 4.69 Myself as a Teacher 4.59 The teaching/learning process in my class(es) 4.52 For more information, see Appendix H.
3. Analysis of responses on a questionnaire will show professional growth of project teachers as evidenced by the attainment of college or recertification credit by 90% of the participants.	Discrepancy	3. On the sample report 80% of the teachers earned recertification credit and 26.7 earned college credit. The number of credits earned ranged from 1 to 20 + with 41.7% in the 1-3 credits range. None of 30 teachers reported that they were working toward or had earned a degree since participating in the Teacher Center activities. (See Appendix F for breakdown of data.)

OBJECTIVE C

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
4. Analysis of questionnaire responses of a sampling of project teachers who indicated use of the ideas, skills and knowledge acquired from the training will show a high level of improvement in selected classroom behaviors and in the overall quality of teaching as evidenced by an average score of four on a five-point scale.	Agreement	4. Two sets of questionnaires were analyzed for this outcome. The first was a part of the survey shown in Appendix H and completed by the same sample of 30 as did the items described in the previous outcomes, Group I. A separate random sample of 207 teachers completed only the section on the effect of the staff development activities, Group II. The 30 teachers responding to the complete questionnaire felt that participation in staff development activities and graduate courses improved their skill or knowledge in selected classroom behaviors and quality of teaching as indicated by an overall mean of 4.36 on a 5 point scale with 5 representing a high degree. Twenty areas were included in the rating and all means were above 4. The three highest were 4.63 for motivation to work with students, 4.60 for attitude towards students as learners, and 4.59 for attitude towards teaching. For Group II, comprising a sample of 207 respondents, overall mean was 4.35. The three highest areas showed means of 4.73 for both attitude towards students as learners, and attitude towards teaching; and 4.71 for approaches to team work. The item rated highest in the smaller group of questionnaires, was also

OBJECTIVE C

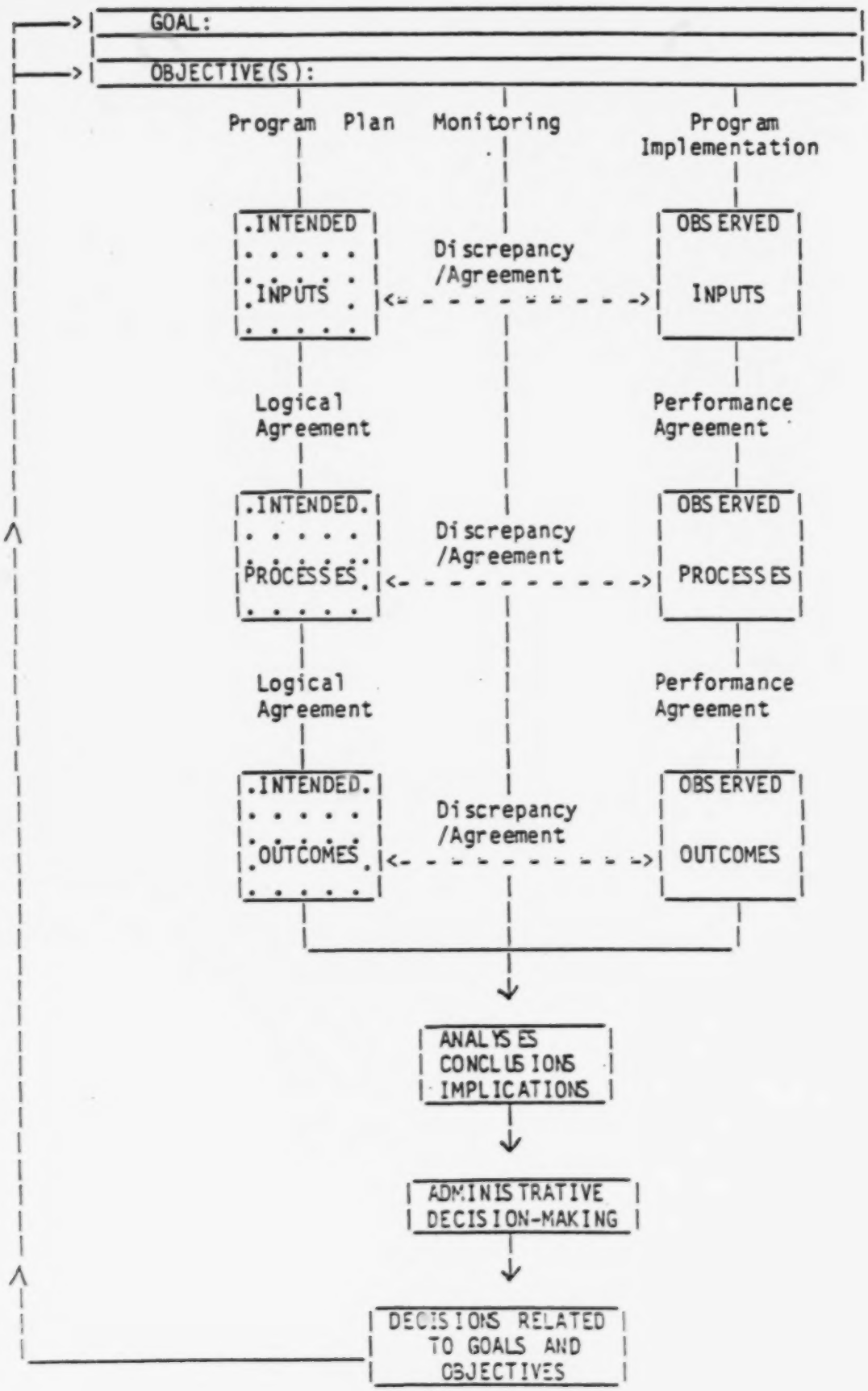
PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
4. Continued		4. rated high (4.69 motivation to work with students) by the large group. The similarity between responses on this part of the instrument gives more credence to the validity of the results for the smaller sample. For a complete listing with rating see Appendix H.

APPENDIX A

EVALUATION MODEL SCHEMA


GOAL:
OBJECTIVE(S):
Program Plan
Monitoring
Program Implementation
.INTENDED. INPUTS.
Discrepancy /Agreement
OBSERVED INPUTS
Logical Agreement
Performance Agreement
.INTENDED. PROCESSES.
Discrepancy /Agreement
OBSERVED PROCESSES
Logical Agreement
Performance Agreement
.INTENDED. OUTCOMES.
Discrepancy /Agreement
OBSERVED OUTCOMES
ANALYSES CONCLUSIONS IMPLICATIONS
ADMINISTRATIVE DECISION-MAKING
DECISIONS RELATED TO GOALS AND OBJECTIVES

APPENDIX B

FORMS USED BY INSTRUCTORS FOR
PROGRAM APPROVAL

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PLANS FOR IN-SERVICE PROGRAM ACTIVITIES

COURSE TITLE:

STATEMENT OF SPECIFIC OBJECTIVES (See Standard I):

TENTATIVE SCHEDULE OF EVENTS:

DESCRIPTION OF COURSE:

MATERIALS AND FACILITIES TO BE UTILIZED (See Standard V):

TYPES OF EXPERIENCES TO BE PROVIDED FOR PARTICIPANTS:

EVALUATION DESIGN (See Standard III):

Submit with Application for In-Service Program Approval

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

IN-SERVICE CERTIFICATION TRAINING PROGRAM

Course Resubmitted for Approval

COURSE TITLE: _____

DATES: _____ CREDITS: _____

SITE: _____

INSTRUCTOR: _____ TELEPHONE: _____

Vitae Attached |___|

Vitae on File |___|

INSTRUCTOR: _____ TELEPHONE: _____

Vitae Attached |___|

Vitae on File |___|

COORDINATOR: _____ TELEPHONE: _____

COORDINATOR: _____ TELEPHONE: _____

DATE COURSE WAS LAST OFFERED: _____

SUBMITTED BY _____

DATE _____

District of Columbia Public Schools
APPLICATION FOR IN-SERVICE RECERTIFICATION TRAINING PROGRAM

1. Title of Course _____ Credit Hrs._____
(Attach description of course plans)

2. Date Class Begins _____ Date Class Ends_____ Site for Instruction_____

3. Number of Class Sessions_____ Number of Clock Hours per Session_____

4. Number of Participants:
Teachers ____ Administrators____ Others____ Total_____

5. Funding Source, if applicable, (Attach a Budget Justification)-_____

6. Proposed Staff:

Coordinator_____
(name) (position) (office phone)

Instructor_____
(name) (position) (office phone)

Consultant_____
(name) (position) (office phone)

7. Submitting office:

Title_____
(address & phone)

Name of Representative_____
(office phone)

(Applicants Do Not Write In This Space)

Recommended:

_____
Director of Staff Development or T&I Supervising Director Date

_____
Associate Superintendent Date

Approved:

_____
Chief Examiner Date

PLEASE OBSERVE DEADLINE DATES FOR SUBMITTING THIS APPLICATION

APPENDIX C

SAMPLES OF DISSEMINATION MATERIALS
(CALENDARS, HANDOUTS) DESCRIBING
TEACHER CENTER OFFERINGS

1984

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 TAP Workshop At the Teacher Center 4:00-6:00p.m. Ted Gloster	3	4 Basic English Workshop Food Services 9:00-11:00a.m. Jimmie Jackson ******	5	6 COURSES: USING ED. RESEARCH... SOC. OF URB. YTH ...ALGEBRA IN CONTENT AREAS 10/6-12/15 8:00a.m.-1:00p.m
7	8	9	10	11 Basic English Workshop Food Services 9:00-11:00a.m. Jimmie Jackson ******	12	13 Effective Communication Workshop 9:00a.m.-3:00p.m Baltimore, Md. Jimmie Jackson
14	15	16 DC Teacher Center, Policy Policy Board Meeting 4:00- **** WORLD FOOD DAY Students, 10-12 Teachers, 4-7	17	18 Basic English Workshop Food Services 9:00-11:00a.m. Jimmie Jackson ******	19 Stress Prevention Workshop Executive Experts, 9-12 Hilton Hotel Jimmie Jackson	20 SUBSTANCE USE AND ABUSE PREVENTION ED. 8:30a.m.-1:30p.m COURSES: See 10/6
21	22 Minimizing TAP Stress Factors Reg. D Ed. Cntr. 1:30 - 4:30p.m. Session IA Jimmie Jackson	23 Minimizing TAP Stress Factors Session IIB Reg. D Ed. Cntr. 1:30 - 4:30p.m. Jimmie Jackson	24	25 Basic English Workshop Food Services 9:00-11:00a.m. Jimmie Jackson	26	27
28	29	30	31			

ADDITIONAL INFORMATION!

COURSES: USING ED. RESEARCH FOR EFFECTIVE CLASSROOM PRACTICE, 9/29 through 12/15, 8a.m.-1p.m.
SOCIOLOGY OF URBAN YOUTH, 9/29 through 12/1 8a.m.-1p.m.
TEACHING ALGEBRA IN THE CONTENT AREAS, 9/29 through 12/15, 8a.m.-1p.m.

****

Peer Counseling, "Roundtable", 10/23 from 4:00-6:00p.
TOPIC: "Test Taking Skills"
Presenter: John Swann

45

46

WTU Membership Meeting 10/22/84, 4:15p.m.

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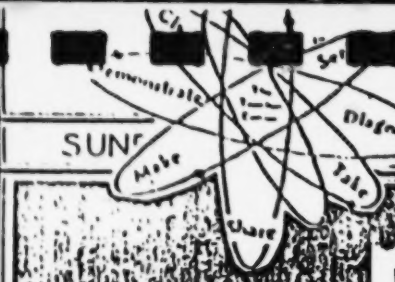
1985



BLACK HISTORY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					Make & Take 1 D.C.T.C. Woodridge/Goding Teachers 10:00a.m.-12:00N Staff Development Meeting Reed School 8:30a.m.-	2
3	4	5 Stress and Assertiveness Workshop for Paraprofessionals Eaton School 2:30-4:30p.m. Jimmie Jackson	6	WORKSHOP 7 Drug Use Abuse Education D.C.T.C. 4:00-6:30p.m.	8	9
10	Emeritus 11 Teachers Computer Literacy 4:00-7:00p.m. Sam Henderson	"Thinking It 12 Through Activity for Cooperative Small groups: A Teaching Strategy" Lovely Billups 4:00-6:00p.m.	WORKSHOP 13 Stress Prevention and Management Seaton ES 3:00p.m.- Jimmie Jackson	14	Staff Develop15 ment Meeting D.C.T.C. 8:30a.m.-	16
17	18 George Washington's Birthday Holiday	WORKSHOP 19 Child Abuse Awareness D.C.T.C. 4:00-6:00p.m.	20 Black History Program 9:30-11:30a.m.	21 Stress Management Workshop Whittier ES 3:00-4:30p.m. Jimmie Jackson	22 Stress Management Workshop Holy Redeemer 1:00-3:00p.m. Jimmie Jackson	23
24	Computer Li- 25 teracy for D.C. P.S, Personnel 4:00-7:00p.m. Sam Henderson WTU Membership Meeting 4:15pm-	"ROUNDTABLE" 26 Creative Single Parenting D.C.T.C. 4:00-6:00p.m.	WORKSHOP 27 Stress Reduction in Education Hart JHS 3:30p.m.- Jimmie Jackson	Systematic 28 Training for Effective Parenting 6:00-7:30p.m. Debbie Walsh	COURSES: Skill Development in Math-- 2/13,20,27 3/6,13,20,27 4/3,17, & 24 (Weds.), 4-7 and 3/2,16 & 4/20 (Saturdays) 8-1:30p.m. Skill Development in Reading-- 3/2,16,30 4/20 and 5/4,18 (Saturdays) 8:00a.m.-1:30p.m.	

Dial-A-Teacher, 724-8727, 28, 29, 32, 33, 4-7:00p.m.

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JUNE 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						COURSE: 1 Multi-Media Technology for Librarians & Teachers 8:00am-1:30pm Percell Thomas
2	COURSE: 3 Calligraphy 4:00-7:00p.m. Patricia Stocks	4	COURSE: 5 Proposal Writing 4:00-7:00p.m. Jimmie Jackson	6	7	8 COURSE: Multi-Media Technology for Librarians & Teachers 8:00am-3:00p.m Percell Thomas
9	COURSE: 10 Calligraphy 4:00-7:00p.m. Patricia Stocks	11	COURSE: 12 Proposal Writing 4:00-7:00p.m. Jimmie Jackson	13	14 Staff Development Meeting D.C.T.C. 8:30a.m.-	COURSE: 15 Multi-Media Technology for Librarians & Teachers 8:00am-1:30pm Percell Thomas
16	COURSE: 17 Calligraphy 4:00-7:00p.m. Patricia Stocks	18	COURSE: 19 Proposal Writing 4:00-7:00p.m. Jimmie Jackson	20 LAST DAY OF SCHOOL FOR STUDENTS	21 Stress Prevention Roper JHS 9:30-11:30a.m. Jimmie Jackson	22
23	COURSE: 24 Calligraphy 4:00-7:00p.m. Patricia Stocks	25 EDUCATIONAL RESEARCH TRAINING PROGRAM 6/24-26 Staff Development D.C.T.C. -------D.C.T.C.--------	26 LAST DAY OF SCHOOL FOR TEACHERS	27 COURSE: Proposal Writing 8:00am-4:00pm Jimmie Jackson	28	29
30						

ADDITIONAL INFORMATION:
EDUCATION 205 (GW), 6/3,5,10,12,17,19,24,26,30; 4:00-7:00p.m.
BASIC GEOMETRY FOR BASIC SKILLS, June 27,28; July 1,2,3,8, 8:00a.m.-4:30p.m.
Instructor: Cora Thornton

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The Fifth Annual

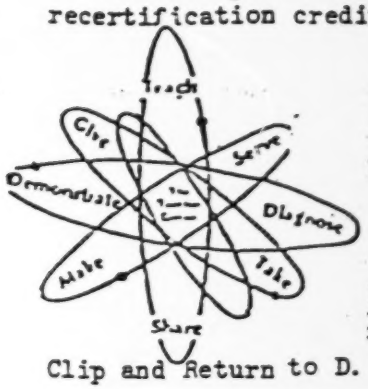
NATIONAL TEACHERS' CONFERENCE

March 2, 16, 30 and April 9, 10, 11, & 12, 1985

STRATEGIES FOR EFFECTIVE CLASSROOM MANAGEMENT FOR CLASSROOM TEACHERS

This course is designed to provide opportunities to specifically meet the needs of classroom teachers, and other D.C.P.S. Personnel. Teachers will interact, exchange ideas and share with experts in order to gain experiences that are practical for teaching a series of activities, workshops, etc. The sessions are interdisciplinary and interrelated.

Participants attending the entire conference can earn 3 graduate/ recertification credits.



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FEES: $ 40.00 Preregistration (Cash or M.O.) by March 1st.
50.00 March 2nd
165.00 Graduate Credit (Personal Checks)
Recertification Credit (FREE)
NO REFUNDS

Clip and Return to D. C. Teacher Center, Goding Elementary School, Rte. 4

Sat., Mar. 2, 8:30a.m.-1:30p.m.
Sat., Mar. 16, 8:30a.m.-1:30p.m.
Sat., Mar. 30, 8:30a.m.-1:30p.m.
Tues., Apr. 9, 8:30a.m.-5:30p.m.
Weds., Apr. 10, 8:30a.m.-5:30p.m.
Thurs., Apr. 11, 8:30a.m.-4:30p.m.
Fri., Apr. 12, 8:30a.m.-1:30p.m.

I am interested in attending the Fifth Annual National Teachers' Conference.

NAME _____

ADDRESS _____

_____

SCHOOL _____

PHONE: _____(Home) _____(School)

D.C. TEACHER CENTER
GODING ELEMENTARY SCHOOL
10th and P Streets, N.E.
Washington, D.C. 20002

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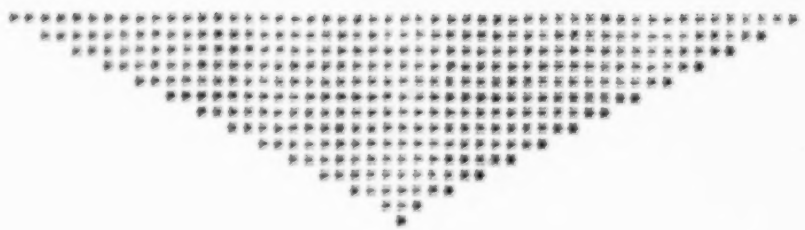
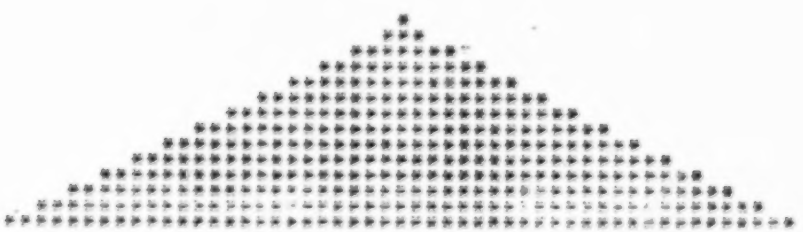
FINANCIAL PLANNING

Session



Presenter: John Hicks, CFP, CLU

April 23, 1985



Financial Planning: A way for educators to become involved in investing money.

WHEN: April 23, 1985 (Tuesday)

WHERE:

D.C. TEACHER CENTER
GODING ELEMENTARY SCHOOL
10th and F Streets, N.E.
Washington, D.C. 20002

TIME: 4:00-6:00p.m.

Call 727-9362, 63 or 64 to register.

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D. C. Teacher Center
SUMMER COURSES 1985

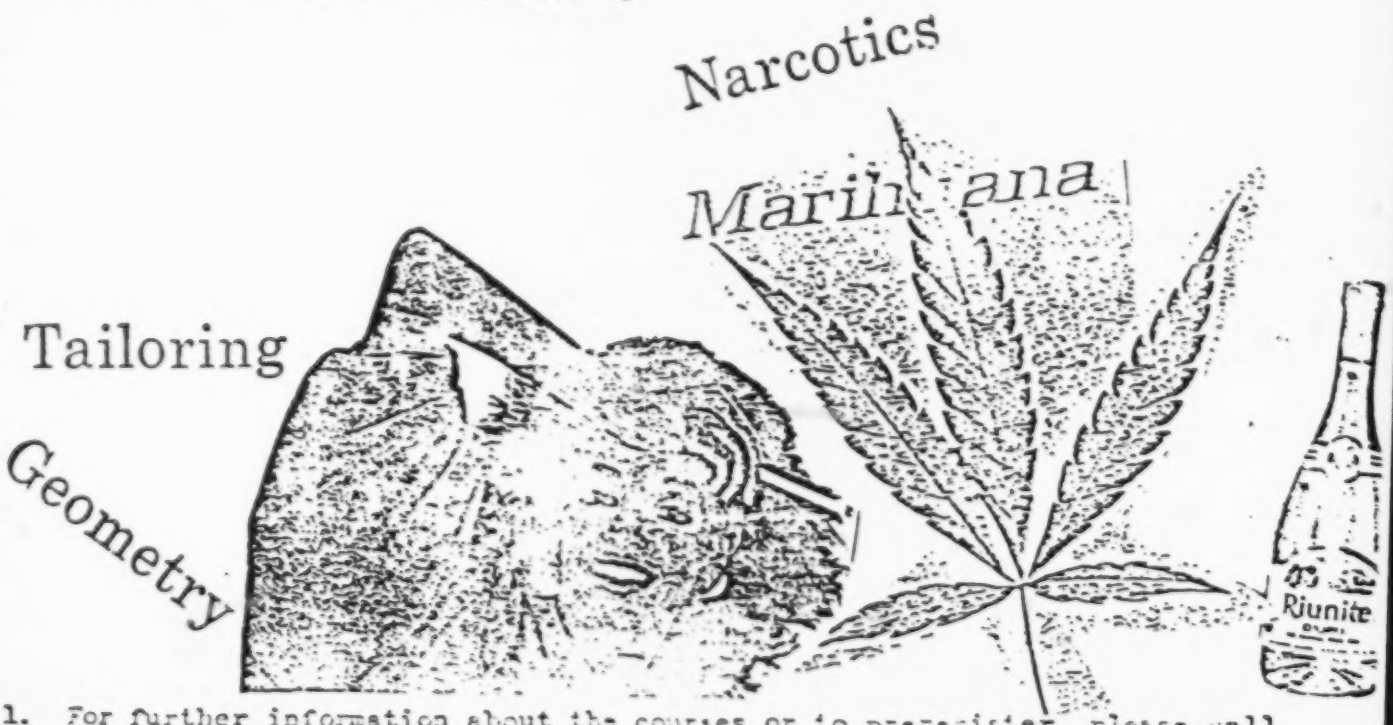
727-5362, 63, 64

Substance Use and Abuse Prevention Education for Classroom Teachers and Other D.C.P.S. Personnel
DATES: August 6,7,8,9,13 and 14 (Tues./Wed./Thurs./Fri./Tues./Wed.), 8am-4pm
CREDITS: 3 Recertification/Graduate

Teaching Effective Techniques in Test Taking Skills for Classroom Teachers and Other D.C.P.S. Personnel
DATES: August 6,7,8,9,13 and 14 (Tues./Wed./Thurs./Fri./Tues./Wed.), 8am-4pm
CREDITS: 3 Recertification/Graduate

Methods of Teaching Tailoring for Classroom Teachers
DATES: August 6,7,8,9,13 and 14 (Tes./Wed./Thurs./Fri./Tues./Wed.), 8am-4pm
CREDITS: 3 Recertification

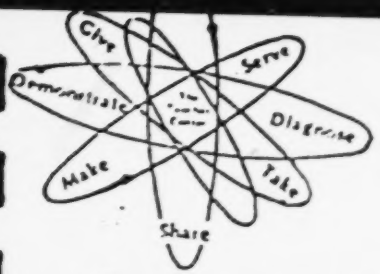
Basic Geometry for Basic Skills
DATES: June 27,28 (Thurs./Fri.) and July 1,2,3,8 (Mon./Tues./Wed. and Mon.), 8:00a.m.-4:00p.m.
CREDITS: 3 Recertification/Graduate



1. For further information about the courses or to preregister, please call 727-5362, 63 or 64.

2. You may register on the first day of class provided space is available.

3. Please register only for those classes that you can attend without conflict, as it is imperative that you attend all classes.



D. C. Teacher Center
SUMMER COURSES 1985

727-5362, 63, 64

TENTATIVE SCHEDULE

Teaching Basic Algebra Through the Content Areas
DATES: April 18,25; May 2,9,16,23,30; June 6,13,20 (Thurs.), 4:00-7:00p.m. and June 27,28 (Thurs./Fri.), 8:00a.m.-4:00p.m.
CREDITS: 3 Recertification/Graduate

Mini-Seminars For Teachers of Mathematics
DATES: April 20; May 18, (Sats.), 8:30a.m.-1:30p.m. and May 7,14,21 28; June 4,11,18,25,27 (Tues./Thurs.), 4:00-7:00p.m.
CREDITS: 3 Recertification/Graduate

Multi-Media Technology for Librarians and Classroom Teachers
DATES: May 7,8,14,15,21,22,28,29; June 4 (Tues./Weds.), 4:00-7:00p.m. and June 1,8,15 (Sats.), 8:00a.m.-1:30p.m.
CREDITS: 3 Recertification/Graduate

Proposal Writing
DATES: April 17,18,23,24,30; May 1,8,9,15,22,29; June 5,12,19,27 (Tues./Weds./Thurs.), 4:00-7:00p.m.
CREDITS: 3 Recertification

Substance Use and Abuse Prevention Education for Classroom Teachers and Other D.C.P.S. Personnel
DATES: August 6,7,8,9,13 and 14 (Tues./Wed./Thurs./Fri./Tues./Wed.), 8:00a.m.-4:00p.
CREDITS: 3 Recertification/Graduate

Teaching Effective Techniques in Test Taking Skills for Classroom Teachers and Other D.C.P.S. Personnel
DATES: TBA
CREDITS: 3 Recertification/Graduate

Methods of Teaching Tailoring for Classroom Teachers
DATES: TBA
CREDITS: 3 Recertification

Basic Geometry for Basic Skills
DATES: June 27,28 (Thurs./Fri.) and July 1,2,3,8 (Mon./Tues./Wed. and Mon.), 8:00a.m.-4:00p.m.
CREDITS: 3 Recertification/Graduate

Calligraphy
DATES: May 6,13,20; June 3,10,17,24 (Mons.), 4:00-7:00p.m. and June 27,28 (Thurs./Fri.), 8:00a.m.-4:00p.m. and July 1, 8:00a.m.-4:00p.m.
CREDITS: 3 Recertification

1. For further information about the courses or to preregister, please call 727-5362, 63 or 64.

2. You may register on the first day of class provided space is available.

3. Please register only for those classes that you can attend without conflict, it is imperative that you attend all classes.

BEST COPY AVAILABLE

DIAL-A-TEACHER

Di[illegible]ct [illegible]Col[illegible]a T[illegible]her [illegible]te[illegible]

Parent Participation Program

announces

IT'S EASIER THAN YOU THINK!

724-872[illegible]
28
29
32
33

FREE! FREE! FREE! FREE! FREE!

tudents, call DIAL-A-TEACHER to receive assistance with school work.
arents, call a teacher to get help in working with your child in:

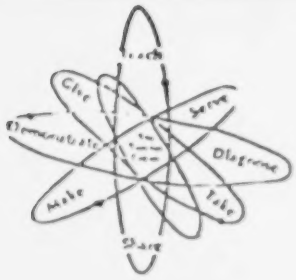
MATH

$A^2+B^2=C^2$

Call on Tuesdays, Wednesdays, and Thursda
4:00 - 7:00p.m.

Starting October 9, 1984

Become involved, if we are not part of the solution, we can become part of the problem.



THE D. C. TEACHER CENTER IS PROUD TO OFFER THE

ASSESSMENT of PRIOR EXPERIENTIAL LEARNING PROGRAM

What is the Assessment of Prior Experiential Learning (APEL) Program? .....

Who is eligible? .....

Can credit earned in APEL be applied to a degree program? .....

Can previously earned academic credit be applied to a degree program? .....

Orientation Program

Wednesday, March 13, 1985

5:30-7:30p.m.

At the D. C. Teacher Center

Assessment of Prior Experiential Learning Program

EARN CREDIT FOR YOUR EXPERIENCE

An Undergraduate Program

ASSESSMENT of Prior Experiential LEARNING Program

I am interested in the Assessment of Prior Experiential Learning Program, and plan to attend the Orientation Program, Wednesday, March 13, 1985 from 5:30 - 7:30p.m.

NAME _____

ADDRESS _____

_____

TELEPHONE _____

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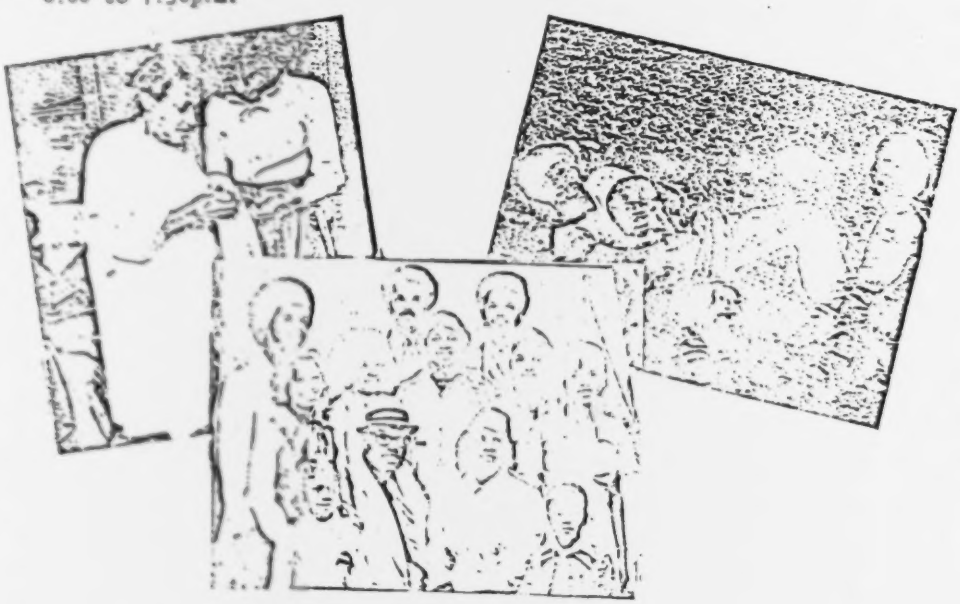
ANNOUNCEMENT

TO: Concerned Parents

FROM: Jimmie D. Jackson, Director
D. C. Teacher Center
Goding Elementary School
10th and F Streets, N. E.
Washington, D. C.

RE: A workshop for parents

As part of our "Outreach" program, and in response to your requests, we are sponsoring the workshop, "Systematic Training for Effective Parenting" on Thursday, February 28, 1985 from 6:00 to 7:30p.m.



Systematic Training for Effective Parenting

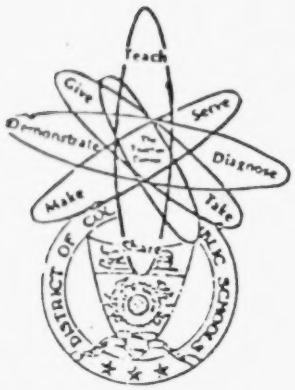
PURPOSE: To find solutions for your own particular situation.
To participate in discussions, and exercises related to actual situations.
To study basic child-training principles and methods.
To exercise the desire to improve family relations.

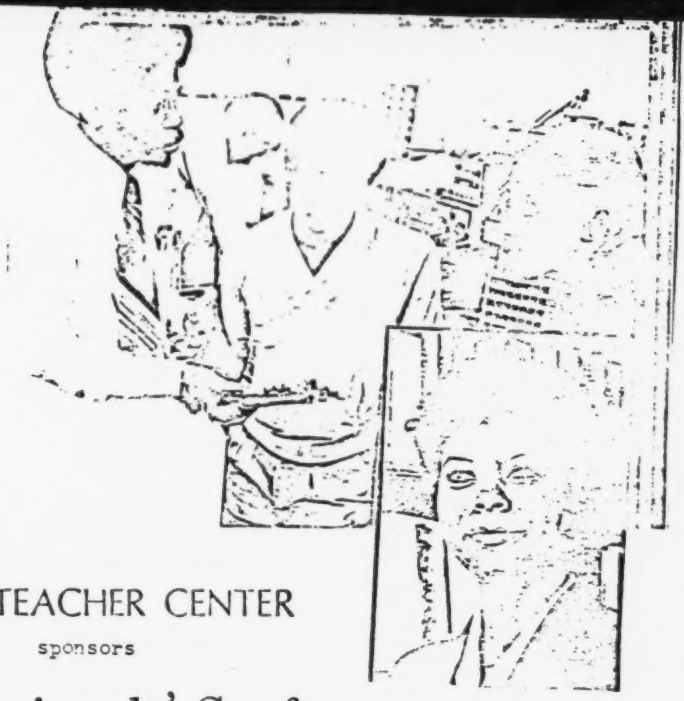
To register call 727-5362, 63 or 64

BEST COPY AVAILABLE

****

Call by Friday, February 8, 1985





D. C. TEACHER CENTER

sponsors

The Fourth Annual

Paraprofessionals' Conference

Thursday, May 30, 1985

8:00a.m.-4:30p.m.

WHERE: D. C. Teacher Center

727-5362

ATTEND GROW ATTEND GROW ATTEND GROW ATTEND GROW ATTEND GROW ATTEN

WHO: Administrative Assistants
Administrative Aides
Program Assistants
Secretaries
Clerk-Typists
File Clerks

All support personnel

The conference will consist of workshops, and general sessions.

****Computer Awareness*******Problem Solving******Human Relations******Self-Concept Development**

More! More! More! More! More!

Cut and return to

D.C. TEACHER CENTER
GODING ELEMENTARY SCHOOL
10th and F Streets, N.E.
Washington, D.C. 20002

DEADLINE:
Friday, May 24, 1985

FEE: $20.00 (Cash, Money Order or Cashier's Check) - Lunch is included.

Phone: 727-5362, 63, 64

I am interested in attending the Fourth Annual Paraprofessionals' Conference.

NAME_____ SCHOOL/BUILDING_____

_____ Phone_____

_____

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APPENDIX D

SUMMARY OF TEACHER CENTER
PRESENTATION EVALUATIONS
(TEACHERS, PARAPROFESSIONALS, STUDENTS)

SUMMARY OF RATINGS COMPLETED - TEACHER CENTER PARTICIPANTS (TEACHERS), SY 1984-85
NUMBER OF RESPONDENTS = 817

a. The manner in which the information was presented was:

5 Exciting — 1 Dull

b. The clarity of the presentation was:

5 Very Clear — 1 Difficult to Understand

c. The value of the presentation to me was:

5 Extremely Useful — 1 Practically Useless

d. The presentation brought about, maintained or increased my interest in the topic:

5 Very Much — 1 Not At All

e. The presentation objectives were met:

5 Very Much — 1 Not At All

	(5)		(4)		(3)		(2)		(1)		(0) No Response		Total		
Item	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	Mean
a	587	71.8	179	21.9	45	5.5	1	0.1	4	0.5	1	0.1	817	100.0	4.65
b	669	81.9	115	14.1	28	3.4	3	0.4	0	0.0	2	0.2	817	100.0	4.78
c	604	73.9	155	19.0	51	6.2	1	0.1	3	0.4	3	0.4	817	100.0	4.67
d	601	73.6	160	19.6	46	5.6	4	0.5	6	0.7	0	0.0	817	100.0	4.65
e	643	78.7	138	16.9	27	3.3	4	0.5	1	0.1	4	1.5	817	100.0	4.74
Total	3104	76.0	357	16.0	197	4.8	13	0.3	14	0.3	21	0.2	4085	100.0	4.70

[redacted] SUMMARY [redacted] COMPUTED [redacted] CENTER PA[redacted] PROFESSIONAL [redacted]

NUMBER OF RESPONDENTS = 252

a. The manner in which the information was presented was:

5 — Exciting

1 — Dull

b. The clarity of the presentation was:

5 — Very Clear

1 — Difficult to Understand

c. The value of the presentation to me was:

5 — Extremely Useful

1 — Practically Useless

d. The presentation brought about, maintained or increased my interest in the topic:

5 — Very Much

1 — Not At All

e. The presentation objectives were met:

5 — Very Much

1 — Not At All

Item	(5) Excellent No.	Pct.	(4) Good No.	Pct.	(3) Average No.	Pct.	(2) Fair No.	Pct.	(1) Poor No.	Pct.	(0) No Response No.	Pct.	Total No.	Pct.	Mean
a	172	68.3	69	27.4	10	4.0	1	0.4	0	0.0	0	0.0	252	100.0	4.63
b	205	81.3	41	16.3	4	1.6	2	0.8	0	0.0	0	0.0	252	100.0	4.78
c	191	75.8	46	18.3	9	3.6	4	1.6	0	0.0	2	0.8	252	100.0	4.70
d	178	70.6	55	21.8	18	7.1	1	0.4	0	0.0	0	0.0	252	100.0	4.63
e	187	74.2	55	21.8	7	2.8	2	0.8	0	0.0	1	0.4	252	100.0	4.70
Total	933	74.0	266	21.1	48	3.8	10	0.8	0	0.0	3	0.2	1260	100.0	4.69

[redacted] OF [redacted] COMPLETED - [redacted] CENTER [redacted] STUDIES, [redacted]-85
NUMBER OF RESPONDENTS = 13

a. The manner in which the information was presented was:

5 Exciting — 1 Dull

b. The clarity of the presentation was:

5 Very Clear — 1 Difficult to Understand

c. The value of the presentation to me was:

5 Extremely Useful — 1 Practically Useless

d. The presentation brought about, maintained or increased my interest in the topic:

5 Very Much — 1 Not At All

e. The presentation objectives were met:

5 Very Much — 1 Not At All

Item	(5) Excellent No.	Pct.	(4) Good No.	Pct.	(3) Average No.	Pct.	(2) Fair No.	Pct.	(1) Poor No.	Pct.	(0) No Response No.	Pct.	Total No.	Pct.	Mean
a	11	84.6	2	15.4	0	0.0	0	0.0	0	0.0	0	0.0	13	100.0	4.85
b	11	84.6	2	15.4	0	0.0	0	0.0	0	0.0	0	0.0	13	100.0	4.85
c	12	92.3	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	13	100.0	4.85
d	11	84.6	2	15.4	0	0.0	0	0.0	0	0.0	0	0.0	13	100.0	4.85
e	11	84.6	2	15.4	0	0.0	0	0.0	0	0.0	0	0.0	13	100.0	4.85
Total	56	86.2	8	12.3	1	1.5	0	0.0	0	0.0	0	0.0	65	100.0	4.85

APPENDIX E

SUMMARY OF A SAMPLE OF DIAL-A-TEACHER CALLS

D. C. TEACHER CENTER'S

DIAL-A-TEACHER

Date _____ Teacher _____

Time Begun _____ Name of Student (if possible) _____ Caller: Parent _____ Child Other

School _____ Class _____

Content of Question: _____

_____

_____

_____

Time Completed: _____ [ ] Check if other than English Speaking:

Language _____

Comments: _____

_____

_____

_____

Content Code (Check all that apply):

[ ] Phonics
[ ] Structural
[ ] Reading Vocabulary
[ ] Reading Comprehension
[ ] Other Reading Skills
[ ] Writing
[ ] Mathematics Concepts
[ ] Mathematics Computations

[ ] Algebra
[ ] Geometry
[ ] Other Math Skills
[ ] Language Arts
- [ ] Grammar
- [ ] Spelling
- [ ] Dictionary Skills

[ ] English
[ ] Social Studies
[ ] Current Events
[ ] Science

[ ] Other, specify _____

_____

_____

Call Back _____

Summary of Information Submitted on a
Sample of Calls to the Dial-a-Teacher
Program at the Teacher Center

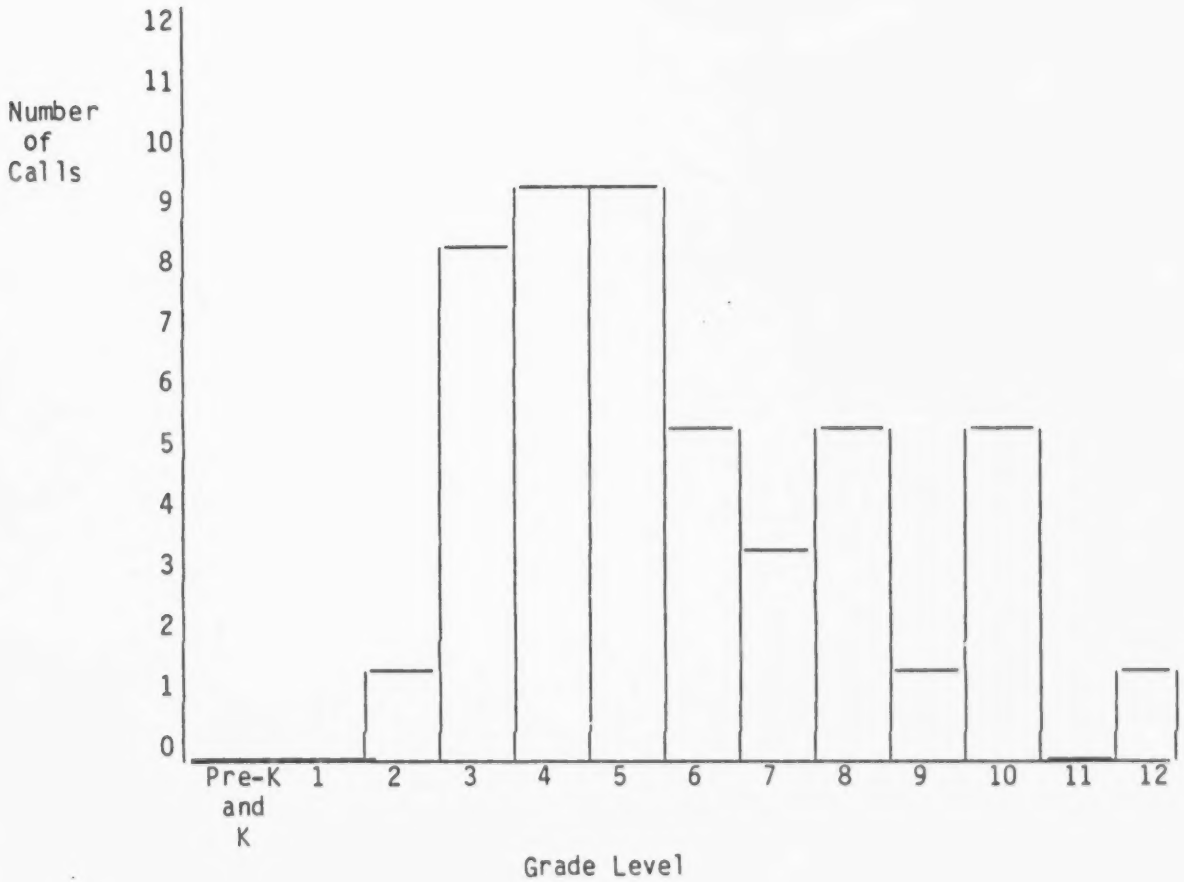
Number of Calls in sample 58 Number of Schools in sample 31	Average Calls Per School 2.2 Range of Calls Per School 1-9

Regions Represented

	A	B	C	D	Career Development	School Name Unreported	Total
Total Schools	7	5	4	7	1	7	31
Total Calls	18	13	5	11	2	9	58

Grade Levels Represented

Grade	Pre-K K	1	2	3	4	5	6	7	8	9	10	11	12	Grade Level Unreported	Total
Calls	0	0	1	8	9	9	5	3	5	1	5	0	1	11	58



Dial-a-Teacher (continued)

Days Sampled
20 different days between 11/15/83 and 4/8/84

TIME CALL WAS PLACED

4:00-4:14 PM - 4	5:30-5:44 PM - 4
4:15-4:29 PM - 5	5:45-5:59 PM - 12
4:30-4:44 PM - 6	6:00-6:14 PM - 3
4:45-4:59 PM - 5	6:15-6:29 PM - 2
5:00-5:14 PM - 2	6:30-6:44 PM - 4
5:15-5:29 PM - 6	6:45-7:00 PM - 5

DURATION OF CALLS IN MINUTES

Range - 1 to 30 Mean - 8.0

CONTENT AREAS

	#	%
Math Concepts	13	18.3
Math Computation	24	33.8
Algebra	4	5.6
Trigonometry	1	1.4
TOTAL MATH	42	59.2%
Language Arts	2	2.8
English	5	7.0
Reading Comprehension	1	1.4
Reading Vocabulary	3	4.2
Phonics	2	2.8
Writing	1	1.4
TOTAL LANGUAGE ARTS	14	19.7%
Science	1	1.4
Health	1	1.4
Social Studies	4	5.6
Music	2	2.8
TOTAL FOR OTHER SUBJECTS	8	11.3%
Information on Tutoring	2	2.8
Information on Dial-a-Teacher	4	5.6
Page number of assignment	1	1.4
TOTAL OTHER	7	9.9%
TOTAL	71	100.1%

CALLER
N = 58

Number of Children	Percent	Number of Parents	Percent	Number of Others	Percent
50	86.2%	7	12.0	1	1.7%

SAMPLE REQUESTS *

Great rivers of certain countries

How to find percentages

Solving for $(3x)^2$ and sine x

Why do days become longer during the winter?

Subtraction of fractions

Nutrition concerning vitamins

Direct objects

Rule for extracting square root

Musical terms

What is an interrogative sentence?

Page number of assignment

Information on tutors and tutoring

*In responding to requests, whenever possible, the child was directed to a source (example, dictionary to find derivation of words), or given a rationale (example, multiplication can be used to prove division), a hint (example, how to study times tables), or a question (example, what would you do first?), rather than just an answer.

APPENDIX F

TEACHER SURVEY: STAFF DEVELOPMENT
AND SUMMARY OF RESPONSES

Teacher Center

Teacher Survey: Staff Development

We would like to know your opinion about the staff development and graduate courses provided by the Teacher Center in 1983-84 and 1984-85. If you have participated in these activities during these school years, please respond to the questions below to the best of your ability. Your cooperation is greatly appreciated.

1. Have you used the skills, ideas or knowledge derived from your participation in staff development activities and graduate courses at the Teacher Center?

   |___| Yes |___| No

2. To what degree did your participation in the staff development activities and graduate courses lead to satisfaction in the areas listed below?

	High Degree				Low Degree	Not Applicable
	5	4	3	2	1	0
a. personal growth						
b. professional growth						
c. myself as a teacher						
d. the teaching/learning process in my class(es).						

3. Have you received credit for your participation in courses?

	Indicate How Many Credits
graduate credit	_____
recertification credit	_____
other (specify) _____	_____

4. Are you working towards a degree? |___| Yes |___| No

   If yes, specify degree: _____

5. Have you received a degree since participating in Teacher Center activities?

|___| Yes |___| No

If yes, specify degree: _____

6. On the scale provided, rate the degree to which your participation in staff development activities and graduate courses improved your skill or knowledge in the areas specified. If the area specified was not an outcome of the activities, check the column on the scale that is designated "Not Applicable."

Area	High Degree				Low Degree	Not Applicable
	5	4	3	2	1	0
a. Approaches used in individualizing instruction						
b. Approaches used in responding to individual differences, needs and interests						
c. Classroom management						
d. Behavior management						
e. Instructional methodology						
f. The content of instruction						
g. Classroom intellectual environment						
h. Classroom social environment						
i. Classroom physical environment or atmosphere						
j. Level of student involvement						
k. Amount of time spent on task by students						
l. Effective use of my classroom time						

	High Degree				Low Degree	Not Applicable
	5	4	3	2	1	0
m. Utilization of research information						
n. Attitude towards teaching						
o. Attitude towards students as learners						
p. Leadership skills						
q. Approaches to team work and cooperation with other teachers						
r. Morale as a teacher						
s. Motivation to work with students						
t. Student level of academic functioning						

1. Have you used the skills, ideas or knowledge derived from your participation in staff development activities and graduate courses at the Teacher Center?

Yes		No		No Response	
#	%	#	%	#	%
27	90	1	3	2	7

2. To what degree did your participation in the staff development activities and graduate courses lead to satisfaction in the areas listed below?

Item	(5) High Degree		(4)		(3)		(2)		(1) Low Degree		Not Applicable or No Response		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
a. Personal growth	19	63.3	9	30.0	1	3.3	0	-	0	-	1	3.3	30	100	4.62
b. Professional growth	21	70.0	7	23.3	1	3.3	0	-	0	-	1	3.3	30	100	4.69
c. Myself as a teacher	21	70.0	4	13.3	4	13.3	0	-	0	-	1	3.3	30	100	4.59
d. The teaching/learning process in my classes	16	53.3	9	30.0	2	6.7	0	-	0	-	3	10.0	30	100	4.52
Total	77	64.2	29	24.2	8	6.7	0	-	0	-	6	5.0	120	100	4.61

3. Have you received credit for your participation in courses? Indicate how many credits.

	19-20+		16-18		13-15		10-12		7-9		4-6		1-3		No response		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Graduate	1	3.3	0	-	1	3.3	0	-	1	3.3	0	-	5	16.7	22	73.3	30	99.9
Recertification	0	-	0	-	0	-	0	-	2	6.7	2	6.7	20	66.7	6	20.0	30	100.1
Totals	1	1.7	0	-	1	1.7	0	-	3	5.0	2	3.3	25	41.7	28	46.7	60	100.1

4. Are you working toward a degree?

Yes		No		No Response		Total	
#	%	#	%	#	%	#	%
0	-	29	96.7	1	3.3	30	100

5. Have you received a degree since participating in the Teacher Center?

Masters		Other		No Response		Total	
#	%	#	%	#	%	#	%
0	-	30	100	0	-	30	100

6. On the scale provided, rate the degree to which your participation in staff development activities and graduate courses improved your skill or knowledge in the areas specified. If the area specified was not an outcome of the activities, check the column on the scale that is designated "Not Applicable."*

a. Approaches used in individualizing instruction

b. Approaches used in responding to individual differences, needs and interests

c. Classroom management

d. Behavior management

e. Instructional methodology

f. The content of instruction

g. Classroom intellectual environment

h. Classroom social environment

i. Classroom physical environment or atmosphere

j. Level of student involvement

k. Amount of time spent on task by students

l. Effective use of my classroom time

m. Utilization of research information

n. Attitude towards teaching

o. Attitude towards students as learners

p. Leadership skills

q. Approaches to team work and cooperation with other teachers

r. Morale as a teacher

s. Motivation to work with students

t. Student level of academic functioning

* See next page for data summary.

Degree to which Teacher Center Staff Development Activities Improved Skill and Knowledge in Specified Areas - Group I
N=30

Item*	(5) High Degree No.	Pct.	(4) No.	Pct.	(3) No.	Pct.	(2) No.	Pct.	(1) Low Degree No.	Pct.	(0) Not Applicable or No Response No.	Pct.	Total No.	Pct.	Mean
a	11	36.7	6	20.0	6	20.0	1	3.3	0	0.0	6	20.0	30	100.0	4.12
b	15	50.0	8	26.7	6	20.0	0	0.0	0	0.0	1	3.3	30	100.0	4.31
c	11	36.7	5	16.7	5	16.7	0	0.0	0	0.0	9	30.0	30	100.0	4.29
d	13	43.3	6	20.0	6	20.0	0	0.0	0	0.0	8	26.7	30	100.0	4.45
e	15	50.0	6	20.0	6	20.0	0	0.0	0	0.0	2	6.7	30	100.0	4.29
f	16	53.3	7	23.3	2	6.7	0	0.0	1	3.3	4	13.3	30	100.0	4.42
g	11	36.7	12	40.0	3	10.0	0	0.0	1	3.3	3	10.0	30	100.0	4.19
h	13	43.3	8	26.7	4	13.3	0	0.0	0	0.0	5	16.7	30	100.0	4.36
i	10	33.3	8	26.7	6	20.0	0	0.0	1	3.3	5	16.7	30	100.0	4.04
j	13	43.3	7	23.3	4	13.3	0	0.0	0	0.0	6	20.0	30	100.0	4.37
k	11	36.7	7	23.3	3	10.0	0	0.0	1	3.3	8	26.7	30	100.0	4.23
l	12	40.0	8	26.7	3	10.0	0	0.0	0	0.0	7	23.3	30	100.0	4.39
m	10	33.3	12	40.0	5	16.7	0	0.0	0	0.0	3	10.0	30	100.0	4.19
n	18	60.0	10	33.3	1	3.3	0	0.0	0	0.0	1	3.3	30	100.0	4.59
o	15	50.0	10	33.3	0	0.0	0	0.0	0	0.0	5	16.7	30	100.0	4.60
p	12	40.0	10	33.3	1	3.3	0	0.0	0	0.0	6	20.0	30	100.0	4.33
q	12	40.0	11	36.7	2	6.7	0	0.0	1	3.3	5	16.7	30	100.0	4.40
r	16	53.3	9	30.0	2	6.7	0	0.0	0	0.0	3	10.0	30	100.0	4.52
s	17	56.7	10	33.3	0	0.0	0	0.0	0	0.0	3	10.0	30	100.0	4.63
t	13	43.3	9	30.0	0	0.0	0	0.0	1	3.3	7	23.3	30	100.0	4.43
TOTAL	264	44.0	169	28.2	63	10.5	1	0.2	6	1.0	97	16.2	600	100.0	4.36

* See previous page for descriptions of Items a - t.

Degree to which Teacher Center Staff Development Activities Improved Skill and Knowledge in Specified Areas - Group II
N=207

Item*	(5) High Degree No.	Pct.	(4) No.	Pct.	(3) No.	Pct.	(2) No.	Pct.	(1) Low Degree No.	Pct.	(0) Not Applicable or No Response No.	Pct.	Total No.	Pct.	Mean
a	119	57.5	51	24.6	17	8.2	2	1.0	0	0.0	18	8.7	207	100.0	4.52
b	121	58.5	63	30.4	13	6.3	1	0.5	2	1.0	7	3.4	207	100.0	4.50
c	125	60.4	60	29.0	11	5.3	2	1.0	0	0.0	9	4.3	207	100.0	4.56
d	123	59.4	62	30.0	14	6.8	2	1.0	0	0.0	6	2.9	207	100.0	4.52
e	135	65.2	59	28.5	7	3.4	2	1.0	1	0.5	3	1.4	207	100.0	4.59
f	139	67.1	47	22.7	14	6.8	1	0.5	0	0.0	6	2.9	207	100.0	4.61
g	125	60.4	63	30.4	12	5.8	0	0.0	1	0.5	6	2.9	207	100.0	4.55
h	137	66.2	51	24.6	14	6.8	0	0.0	0	0.0	5	2.4	207	100.0	4.61
i	117	56.5	59	28.5	19	9.2	2	1.0	2	1.0	8	3.9	207	100.0	4.44
j	137	66.2	57	27.5	6	2.9	1	0.5	0	0.0	6	2.9	207	100.0	4.64
k	115	55.6	71	34.3	16	7.7	1	0.5	1	0.5	3	1.4	207	100.0	4.46
l	139	67.1	51	24.6	10	4.8	2	1.0	1	0.5	4	1.9	207	100.0	4.60
m	144	69.6	42	20.3	15	7.2	1	0.5	0	0.0	5	2.4	207	100.0	4.63
n	155	74.9	44	21.3	4	1.9	0	0.0	1	0.5	3	1.4	207	100.0	4.73
o	158	76.3	37	17.9	9	4.3	0	0.0	0	0.0	3	1.4	207	100.0	4.73
p	140	67.6	49	23.7	5	2.4	2	1.0	0	0.0	11	5.3	207	100.0	4.67
q	154	74.4	41	19.8	5	2.4	1	0.5	1	0.5	5	2.4	207	100.0	4.71
r	155	74.9	37	17.9	6	2.9	3	1.4	1	0.5	5	2.4	207	100.0	4.69
s	149	72.0	41	19.8	9	4.3	1	0.5	0	0.0	7	3.4	207	100.0	4.69
t	126	60.9	63	30.4	13	6.3	0	0.0	0	0.0	5	2.4	207	100.0	4.56
TOTAL	2713	65.5	1048	25.3	219	5.3	24	0.6	11	0.3	125	3.0	4140	100.0	4.60